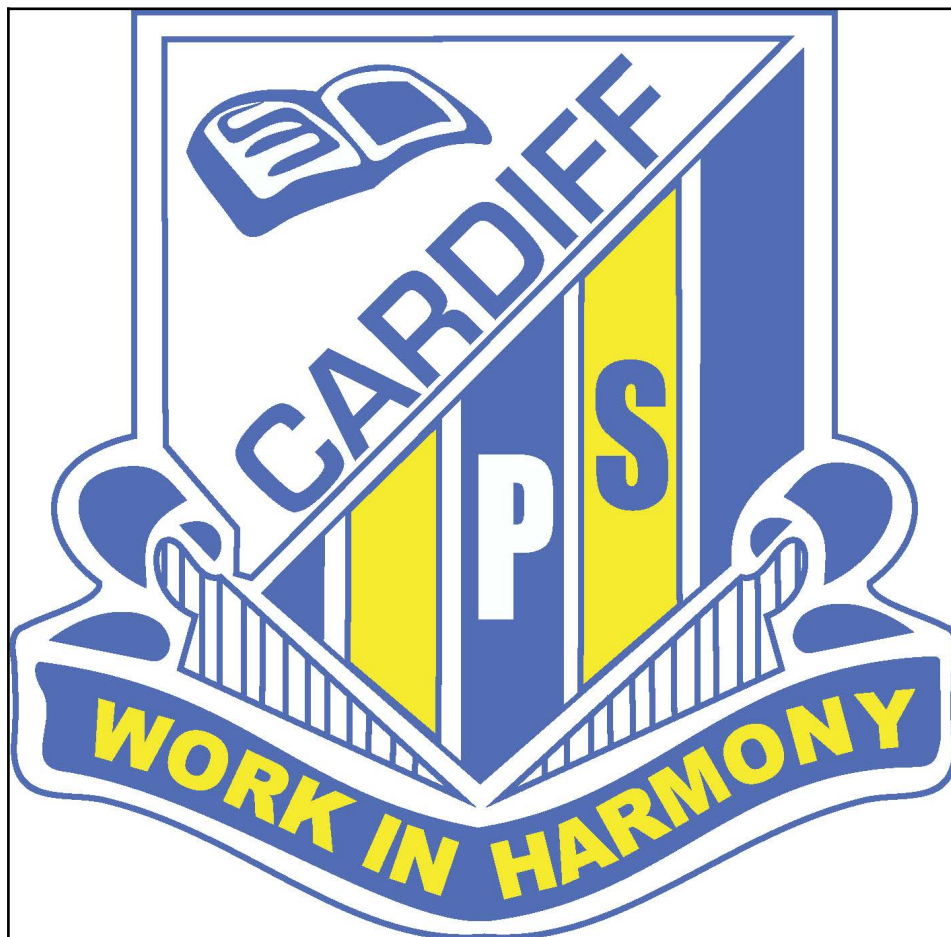


Cardiff Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of Cardiff Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

2019 was somewhat of a transitional year for Cardiff Public School. We met the enrolment threshold for three assistant principals and have continued to upgrade and update the facilities. Academically, we continued to achieve solid success, particularly in the areas of reading and numeracy, and we are now consolidating the implementation of our new values program as a 'You Can Do It' school.

We welcomed new teaching and support staff to the CPS team and continued to connect with our families and community.

We were relentless in our pursuit of continual improvement, and as a school, should be proud of our achievements. 2019 was the middle year in the school's 2018–2020 school plan, and we are tracking nicely towards our targets (other than in writing).

The year was highlighted with many academic, sporting and other related achievements including a wonderful whole-school musical. I am extremely proud of Cardiff Public School and look forward to meeting our future challenges with the same amount of determination, collaboration and effort as was seen in 2019.

Mark Kyrwood – Principal

School background

School vision statement

At Cardiff Public School, we work collaboratively with our community to promote the intellectual, physical, social, emotional and cultural development of our students.

We promote equity and excellence through the provision of high quality schooling in a harmonious environment that holds consistently high expectations, and meets the diverse needs of our students. Our ultimate goal is to create stronger, smarter, successful, lifelong learners who are confident and creative, and who become active and informed citizens.

School context

Cardiff Public School (CPS) lies within the Regional North Operational Directorate and forms part of the Lake Macquarie North Principal Network. The school had 243 enrolments at the beginning of 2019, including 9% Aboriginal or Torres Strait Island students. All learners are actively engaged in high quality learning programs across 10 classes, ranging from K–6. The CPS staff consists of 1 principal, 2 assistant principals and 12 teaching staff and 6 school administrative and support staff. All of whom form a dedicated and cohesive team who work together to improve outcomes for students. With a diverse range of skills and experiences, the staff work in partnership to further develop and enhance their expertise and pedagogical practices. The students, community and staff honour the school motto "Work in Harmony", and its five core CARE values; harmony, respect, honesty, care and achievement. The school has well-established partnerships with its community. It works closely with the Cardiff Community of Schools, has an active and dedicated P&C and enjoys a strong community partnership with the Kumaridha Local AECG, as well as various other community businesses and groups. The site is also home to an OOSH centre. The use of technology as a tool for learning is a feature of the school. Students enjoy a range of activities in the school including PSSA sport, music, choir, dance, STEM, public speaking and much more. The 2016/2017 Family Occupation and Education Index (FOEI) score was 103. This has steadily decreased since the 2013/2014 index score of 121.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Excellence in learning

Purpose

Teachers use information about individual student's needs and capabilities, as well as an in-depth knowledge of curriculum and effective, evidence-based teaching practices to enhance student learning.

Improvement Measures

Increase the percentage of students in top 2 bands in NAPLAN numeracy from 19.2% in 2014–2017 to 27% in 2018–2020.

Increase the percentage of students in top 2 bands in NAPLAN writing from 16.2% in 2014–2017 to 27% in 2018–2020.

Overall summary of progress

2018–2019 NAPLAN Numeracy – Top 2 Bands = 38% (from 19.2% 2014–2017). 11% above the three year target.

2018–2019 NAPLAN Writing – Top 2 Bands = 20% (A 4% improvement from 2014–2017). 7% below the three year target.

Progress towards achieving improvement measures

Process 1: Numeracy initiative

Implement a whole school integrated approach to quality teaching in numeracy through a focus on explicit teaching, feedback, assessment and learning intentions.

Evaluation	Funds Expended (Resources)
<p>Question: Are these practices evident in all T&L programs and lesson observations? Are the findings from the analysis of data showing evidence of improved student outcomes in numeracy?</p> <p>Data sources: Numeracy programs, Lesson observation feedback, student assessment data – diagnostic and summative assessment data, PLAN 2, NAPLAN, Pre- and post-testing, student work samples. Teacher self-assessment/survey.</p> <p>Findings: NAPLAN results show 56.52% of Year 3 students and 28.57% of Year 5 students achieving results in the top 2 bands. Teaching and learning programs and observations show explicit teaching in numeracy.</p>	<p>Teaching and learning programs, staff and students survey data, students assessment data</p> <p>Staff released and PL delivered via various funding sources.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$23693.00)• Low level adjustment for disability (\$102034.00)• Quality Teaching, Successful Students (QTSS) (\$41833.00)• Socio-economic background (\$82526.00)

Process 2: Writing initiative

Implement a whole school integrated approach to quality teaching in writing through a focus on explicit teaching, feedback, assessment and learning intentions.

Evaluation	Funds Expended (Resources)
<p>Question: Are these practices evident in all T&L programs and lesson observations? Are the findings from the analysis of data showing evidence of improved student outcomes in writing?</p> <p>Data sources: English programs, Lesson observation feedback, student</p>	<p>PL and release for staff.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$23693.00)

Progress towards achieving improvement measures

assessment data – diagnostic and summative assessment data, PLAN 2, NAPLAN, Pre– and post–testing, student work samples. Teacher self–assessment/survey.

Findings:

2018 – Yr 3 – 46% & Yr 5 – 7% in top two bands (Avg. – 27%)

2019 – Yr 3 – 17% & Yr 5 – 11% in top two bands (Avg – 14%)

The need for ongoing focus in writing is evident through multiple data sources.

- Low level adjustment for disability (\$102034.00)
- Quality Teaching, Successful Students (QTSS) (\$41833.00)
- Socio–economic background (\$82526.00)

Next Steps

Pleasing results in numeracy suggest that our initiative is tracking well. Consolidation of these processes and an ongoing focus on numeracy will be required in the next planning cycle for these positive steps to be achieved consistently. Monitoring of scopes and sequences, programs and lesson observations will be key to its success. Quality Teaching Rounds have been identified as a means in which to ensure consistent implementation of our new processes in numeracy.

Whilst we have seen improved writing samples from students in response to our writing initiative, external data is yet to show evidence of improvement. A continued focus on writing, following explicit teaching processes and using the lens of quality teaching rounds will be essential in improving writing outcomes.

Strategic Direction 2

Excellence in teaching

Purpose

Teachers are engaged in collaborative professional learning practices that improve their ability to deliver quality teaching and learning programs, through explicit teaching, effective feedback and data analysis.

Improvement Measures

Teaching and learning programs show an increased level of evidence of learning intentions, success criteria, ignition activities, I do, we do, you do activities and I can statements.

Surveys of students and staff indicate that assessment and feedback strategies have helped to improve learning outcomes.

Overall summary of progress

Explicit teaching is evident in programming and lesson delivery. All staff have embraced the teaching model and are consistently implementing the explicit teaching model. Assessment data and feedback strategies are used more consistently across the school and all teachers have started to utilise the progressions resources, plotting identified students in critical areas.

Progress towards achieving improvement measures

Process 1: Explicit teaching

Draw on research and evidence-based practices to develop and implement high quality professional learning in explicit teaching.

Evaluation	Funds Expended (Resources)
<p>Question: Are these practices evident in all T&L programs and lesson observations? Are the findings from the analysis of data showing evidence of improved student outcomes?</p> <p>Data sources: Numeracy programs, writing programs, lesson observation feedback, student assessment data – diagnostic and summative assessment data, PLAN 2, NAPLAN, Pre– and post–testing, student work samples. Teacher self–assessment/survey.</p> <p>Findings: NAPLAN data shows 43% of students in the top 2 bands for numeracy in 2019. The higher focus on numeracy is reflected in student performance. However, 14% of students have achieved the top two bands in NAPLAN writing in 2019. Teachers have attended professional learning based on NAPLAN writing data analysis. Clear focus needs to be present in future plans.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$23693.00)• Low level adjustment for disability (\$102034.00)• Quality Teaching, Successful Students (QTSS) (\$41833.00)• Socio–economic background (\$82526.00)

Process 2: Assessment and feedback

Implement whole school for, of and as assessment practices. Developing consistent feedback processes across the school.

Evaluation	Funds Expended (Resources)
<p>Question: Are these practices evident in all T&L programs and lesson observations? Are the findings from the analysis of data showing evidence of improved student outcomes?</p> <p>Data sources: Numeracy programs, writing programs, lesson observation feedback, student assessment data – diagnostic and summative assessment</p>	<p>Maths plus program, teaching and learning programs</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$23693.00)

Progress towards achieving improvement measures

data, PLAN 2, NAPLAN, Pre- and post-testing, student work samples. Teacher self-assessment/survey.

Findings: In numeracy, staff have been utilising the Maths Plus program to explicitly teach numeracy and assess students outcomes. Pre and post assessment data has been collected and reviewed each term. Whole school numeracy assessment data shows evidence of improvement of students outcomes. Feedback practices are beginning to develop but will require further professional learning and whole school direction. Teaching and learning programs show evidence of Seven Steps implementation including a whole school writing sample and analysis.

- Low level adjustment for disability (\$102034.00)
- Quality Teaching, Successful Students (QTSS) (\$41833.00)
- Socio-economic background (\$82526.00)

Strategic Direction 3

Excellence in leading

Purpose

Leaders to develop a culture of high expectations through fostering collaboration, maintaining effective communication and supporting continual teacher development, leading to continuous whole school improvement.

Improvement Measures

Enhanced leadership capacity, reflected in greater collaboration, self-reflection, higher expectations and cohesive school teams.

Staff can identify school priorities and are actively engaged in implementation, milestoneing and evaluation.

Overall summary of progress

Leadership across the school has been strengthened. The addition of a third assistant principal and release for the executive team to work together has greatly improved the strategic planning and reflection processes within the school. There is evidence of a greater collective efficacy and active engagement in the whole school planning and reporting process.

Progress towards achieving improvement measures

Process 1: Develop a high expectations culture.

Evaluation	Funds Expended (Resources)
<p>Question: Have all staff completed end of year review for their PDP? Do all staff have evidence to support their goals? Are all staff registering their teacher identified professional learning? Are all staff aware of policies and procedures designed to support the PDP and observation processes?</p> <p>Data sources: Staff PDPs, MyPL., CPS policies and procedures</p> <p>Findings: Whilst we have seen improved practices in the development and use of the PDP process, room for improvement is still evident. Staff have clear goals that align to whole school direction, but more in depth use of the process is achievable.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$23693.00)• Low level adjustment for disability (\$102034.00)• Quality Teaching, Successful Students (QTSS) (\$41833.00)• Socio-economic background (\$82526.00)

Process 2: Engaging all stakeholders in the effective implementation of the school plan.

Evaluation	Funds Expended (Resources)
<p>Question: Does professional learning effectively support the school plan and milestones?</p> <p>Data sources: Professional learning evaluation</p> <p>Findings: More regular analysis of student data and the development of focus teams have raised the profile of the school plan and there is greater collective efficacy towards achieving school improvement.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$23693.00)• Low level adjustment for disability (\$102034.00)• Quality Teaching, Successful Students (QTSS) (\$41833.00)• Socio-economic background (\$82526.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>SLSO wages</p> <p>Connecting to Country PL</p> <p>Sista Speak/Bro Speak Program</p> <p>Significant days & other program funding (NAIDOC Performances, PLP Breakfast etc).</p> <p>Yarning Circle created.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$23 693.00) • General RAM funding carried forward (\$17 000.00) 	<p>Students were provided additional support in their learning by SLSOs, with a focus on reading and numeracy. Internal and external data suggests solid growth in student performance. All three Aboriginal students sitting NAPLAN in 2019 achieved scores in the top 3 bands for reading and numeracy.</p> <p>Students further developed their pride and interest in their culture through participation in Sista and Bro Speak programs, as well as NAIDOC and other significant events. Our Sista Speak group developed bonds across other school groups within the local Community of Schools. The creation of our Yarning Circle saw increased family engagement throughout the process, plus a sense of pride upon its' completion.</p> <p>Students' Personalised Learning Pathways (PLPs) were collaboratively set and monitored with families.</p> <p>Commitment to ongoing professional learning for staff has resulted in improved outcomes (including 3 attending Connecting to Country).</p>
Low level adjustment for disability	<p>LAST employed. (\$74701)</p> <p>SLSOs engaged. (\$27333)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$102 034.00) 	<p>Question: Does school data provide evidence of improved outcomes for students, particularly for those engaged in intervention programs? Do students feel supported in their learning?</p> <p>Sources: Class data, teaching and learning programs, observations, TTFM surveys.</p> <p>Findings: School-based data in relation to intervention programs like MiniLit and MultiLit, highlight pleasing gains for students, particularly in reading. Classroom teachers identify improved reading fluency and higher levels of PM Benchmarking. Tell Them From Me data indicates that students value their learning and are interested and motivated to do better. SLSO staff reported improve outcomes for students both academically and socially.</p>
Quality Teaching, Successful Students (QTSS)	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$41 833.00) 	<p>Question: Have strategic teams effectively implemented strategies and processes to meet the demands of the school plan? How well has this time been utilised? What has been achieved?</p> <p>Sources: Class data, teaching and learning programs, observations, Exec Meeting Minutes, School Plan and Milestones.</p> <p>Findings: QTSS was utilised to release all of the Executive one day per week. This allowed for clearer direction and the monitoring of progress toward strategic goals. The heavy focus on numeracy, led to significant growth across internal and external assessments. Whilst there were gains in areas of writing,</p>

Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$41 833.00) 	this needs to be a focus for 2020 and beyond.
Socio-economic background	<p>SLSO wages – \$26250</p> <p>Teacher/KLA resources – \$27500</p> <p>Class Equipment/Paper – \$10000</p> <p>Teacher Release – \$10000</p> <p>Programs – Kindy Orientation, Strategic Directions (CoS), Seasons for Growth, Living Smart etc. – \$8776</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$82 526.00) 	<p>Funds were utilised to purchase resources across the key learning areas to support the learning of students. A significant amount of these funds were also utilised to employ extra SLSOs. The support provided by SLSOs in each classroom enabled stronger student growth, as well as improved social outcomes for students. SLSOs provide individual and small group support and completed intervention programs such as MiniLit where needed.</p> <p>Additional release for teachers enabled greater collaboration in programming and assessment, as well as providing greater consistency in program delivery and assessment.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	112	120	123	143
Girls	105	105	114	100

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.8	95.7	93	97.1
1	93.8	93.1	94.2	94.9
2	94.1	94.1	92.8	96.2
3	94.9	95	94	90.9
4	94.5	94.4	95	94.1
5	94.7	94.2	93.4	95
6	91	94.1	93.2	92.3
All Years	93.9	94.5	93.7	94.6
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	10.21
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	2.42

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	381,938
Revenue	2,466,354
Appropriation	2,357,284
Sale of Goods and Services	1,147
Grants and contributions	104,145
Investment income	3,678
Other revenue	100
Expenses	-2,304,472
Employee related	-2,079,668
Operating expenses	-224,804
Surplus / deficit for the year	161,882

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	61,916
Equity Total	208,253
Equity - Aboriginal	23,693
Equity - Socio-economic	82,526
Equity - Language	0
Equity - Disability	102,034
Base Total	1,838,627
Base - Per Capita	55,609
Base - Location	0
Base - Other	1,783,017
Other Total	211,379
Grand Total	2,320,175

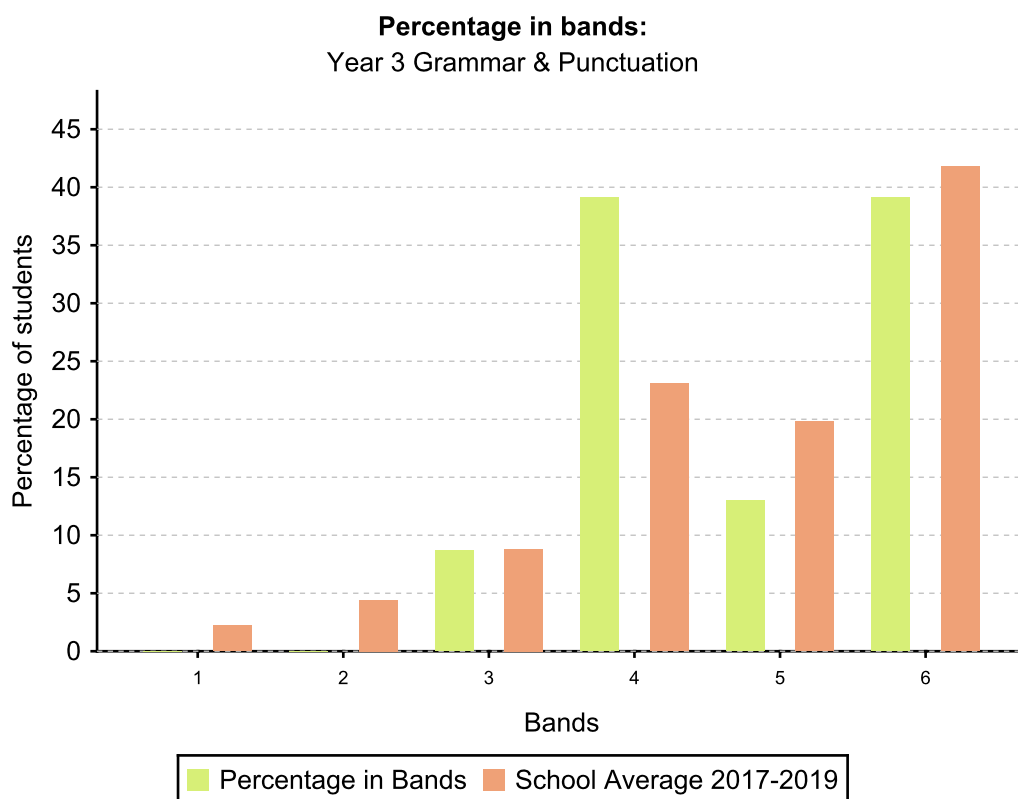
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

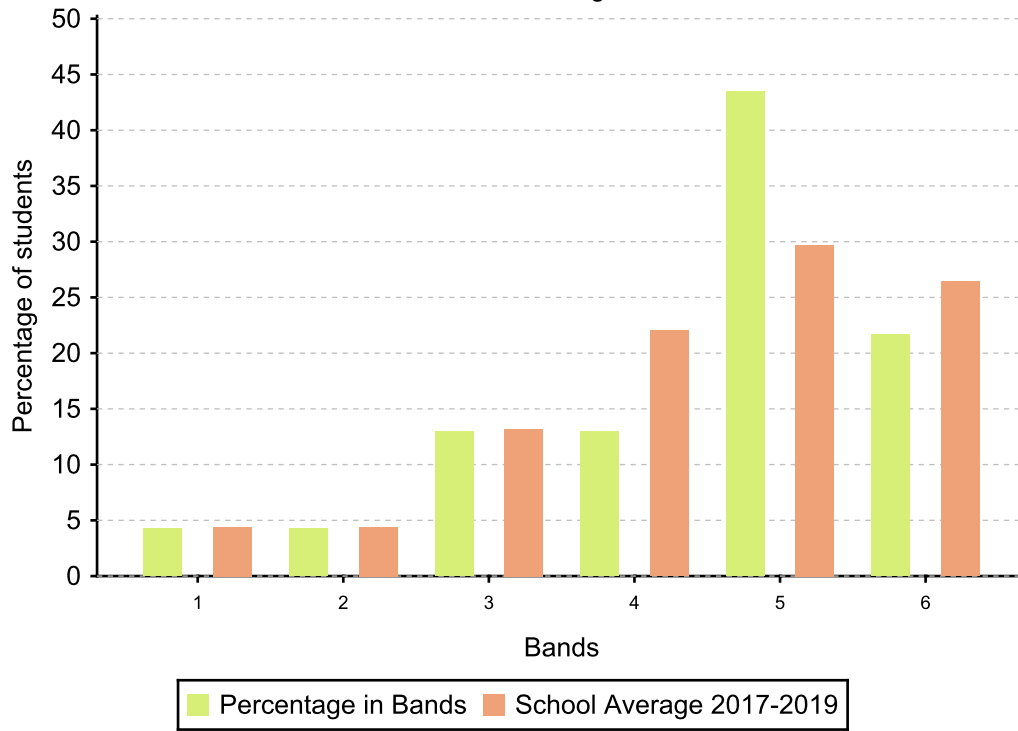
Literacy and Numeracy Graphs



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	8.7	39.1	13.0	39.1
School avg 2017-2019	2.2	4.4	8.8	23.1	19.8	41.8

Percentage in bands:

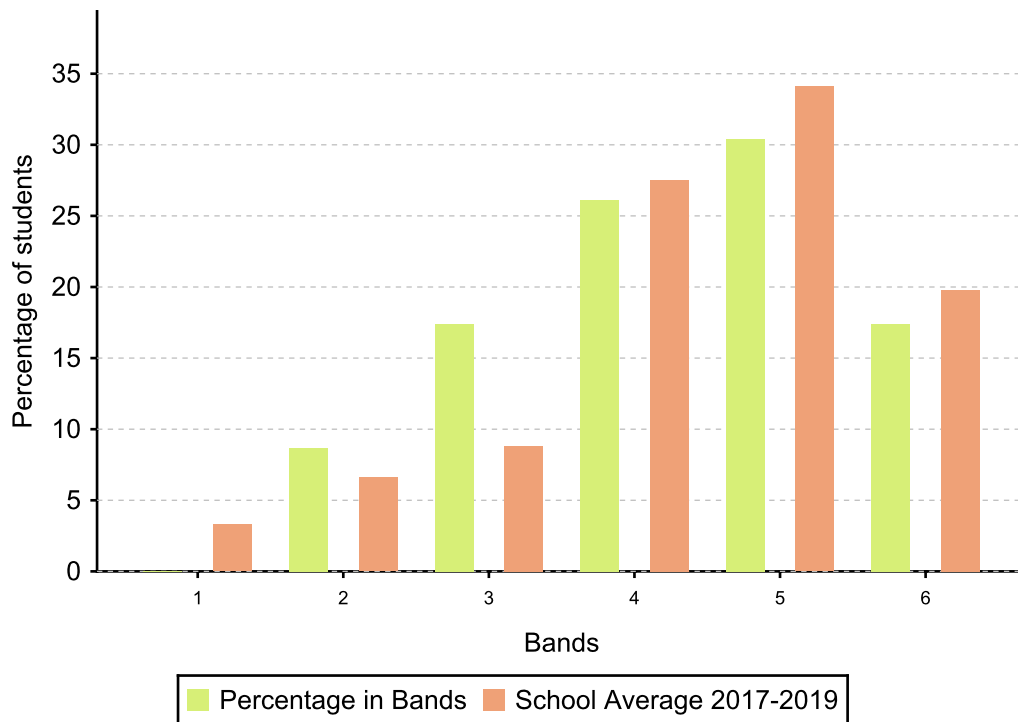
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	4.3	4.3	13.0	13.0	43.5	21.7
School avg 2017-2019	4.4	4.4	13.2	22	29.7	26.4

Percentage in bands:

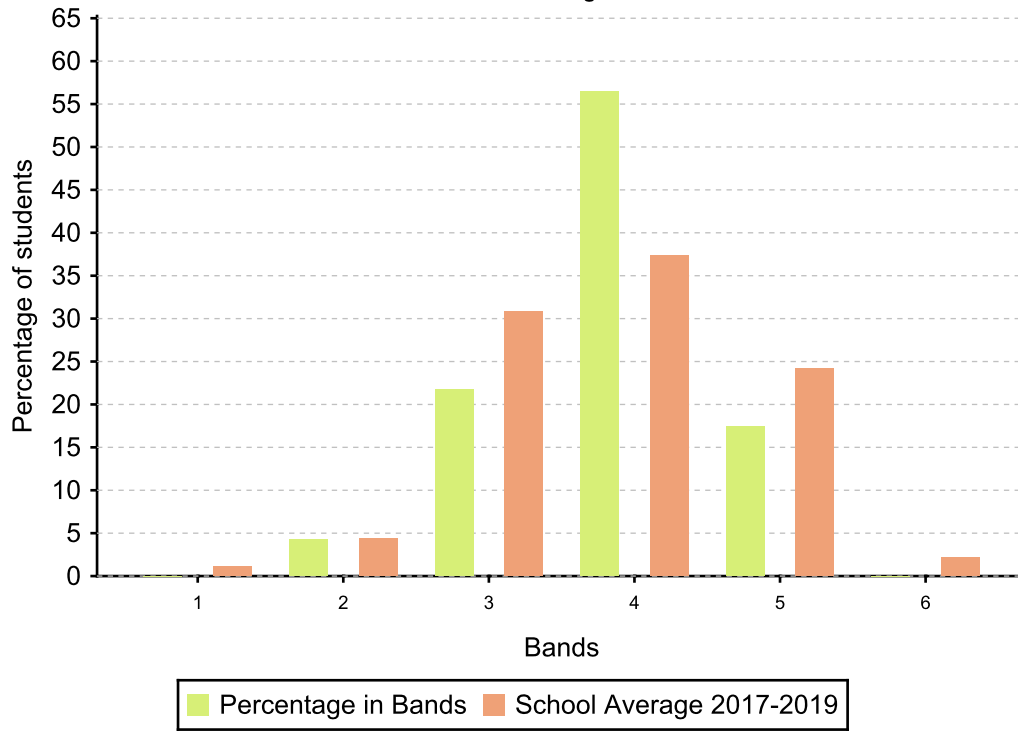
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	0.0	8.7	17.4	26.1	30.4	17.4
School avg 2017-2019	3.3	6.6	8.8	27.5	34.1	19.8

Percentage in bands:

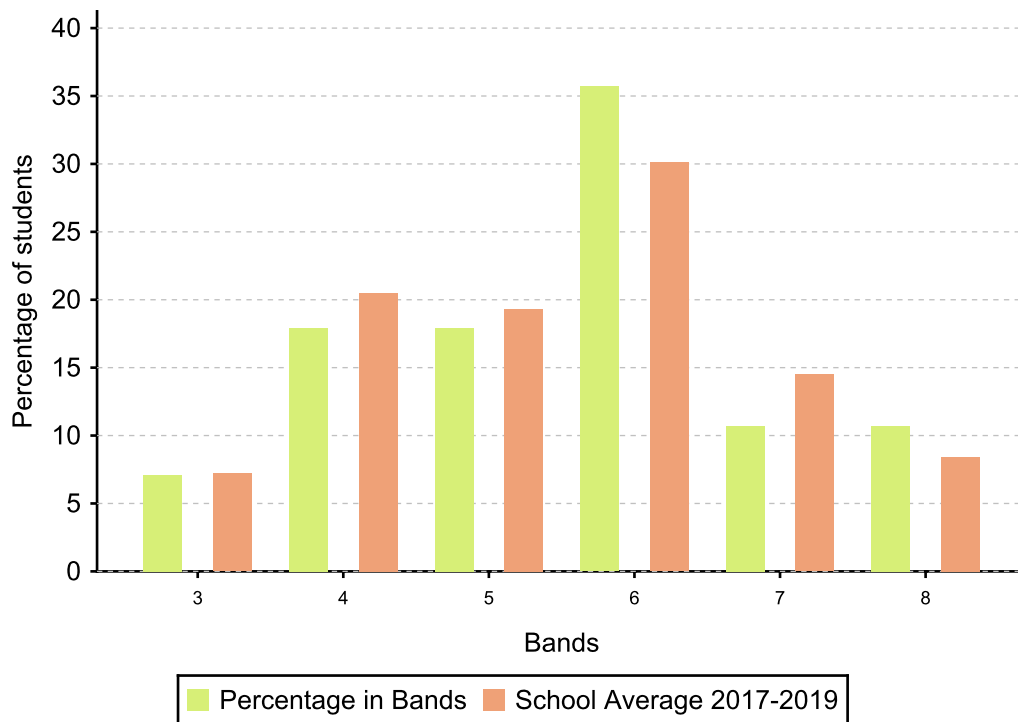
Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	0.0	4.3	21.7	56.5	17.4	0.0
School avg 2017-2019	1.1	4.4	30.8	37.4	24.2	2.2

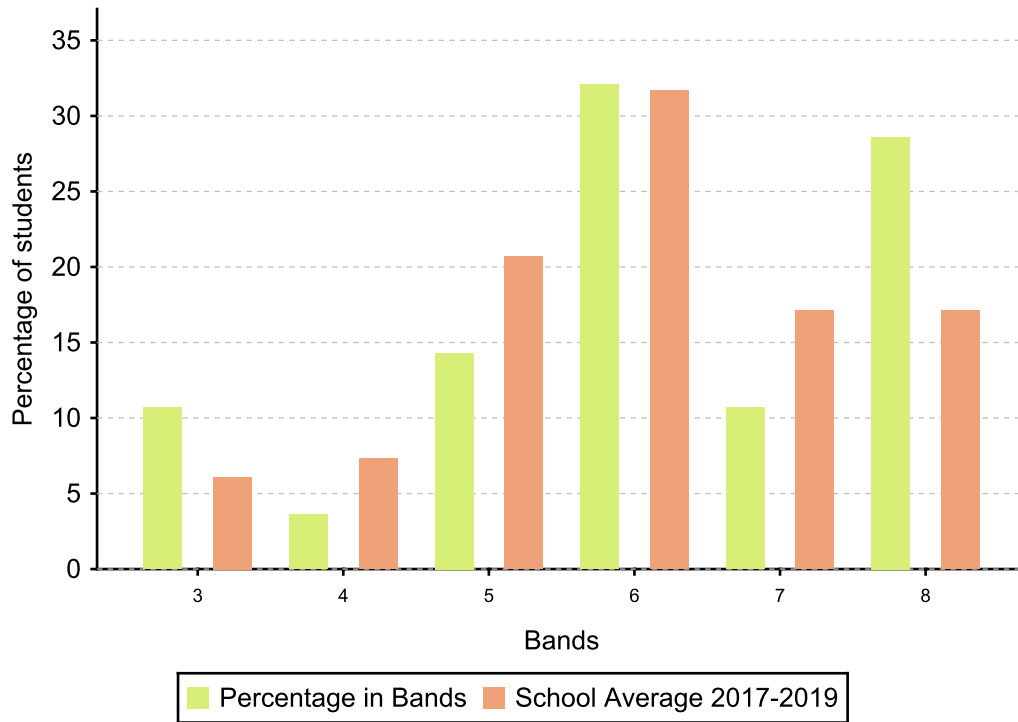
Percentage in bands:

Year 5 Grammar & Punctuation



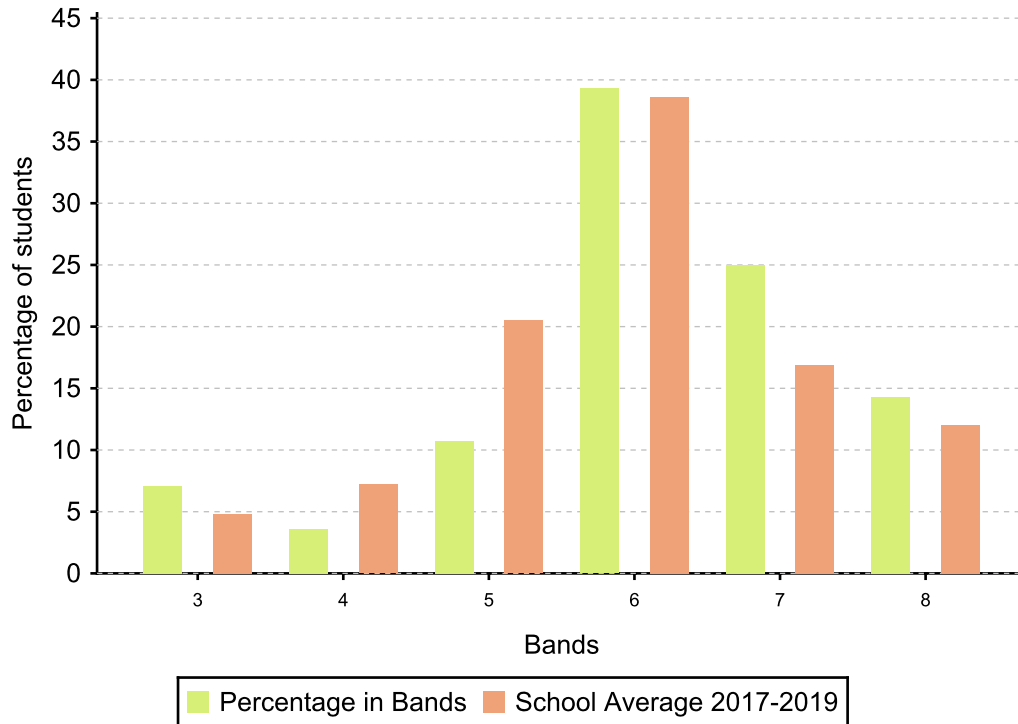
Band	3	4	5	6	7	8
Percentage of students	7.1	17.9	17.9	35.7	10.7	10.7
School avg 2017-2019	7.2	20.5	19.3	30.1	14.5	8.4

Percentage in bands:
Year 5 Reading



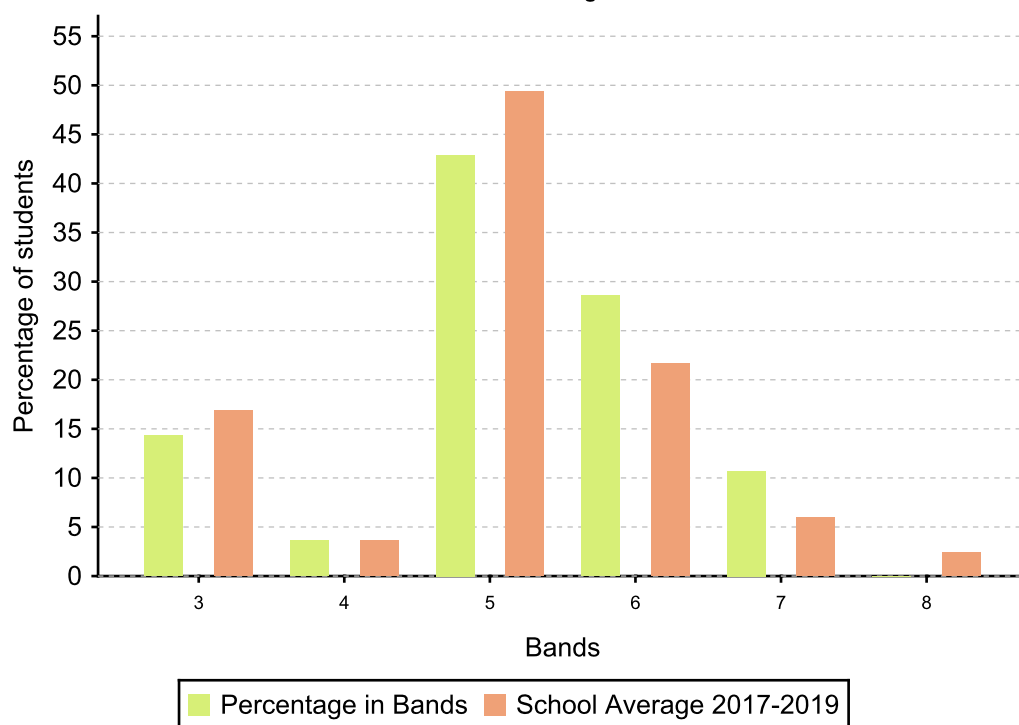
Band	3	4	5	6	7	8
Percentage of students	10.7	3.6	14.3	32.1	10.7	28.6
School avg 2017-2019	6.1	7.3	20.7	31.7	17.1	17.1

Percentage in bands:
Year 5 Spelling



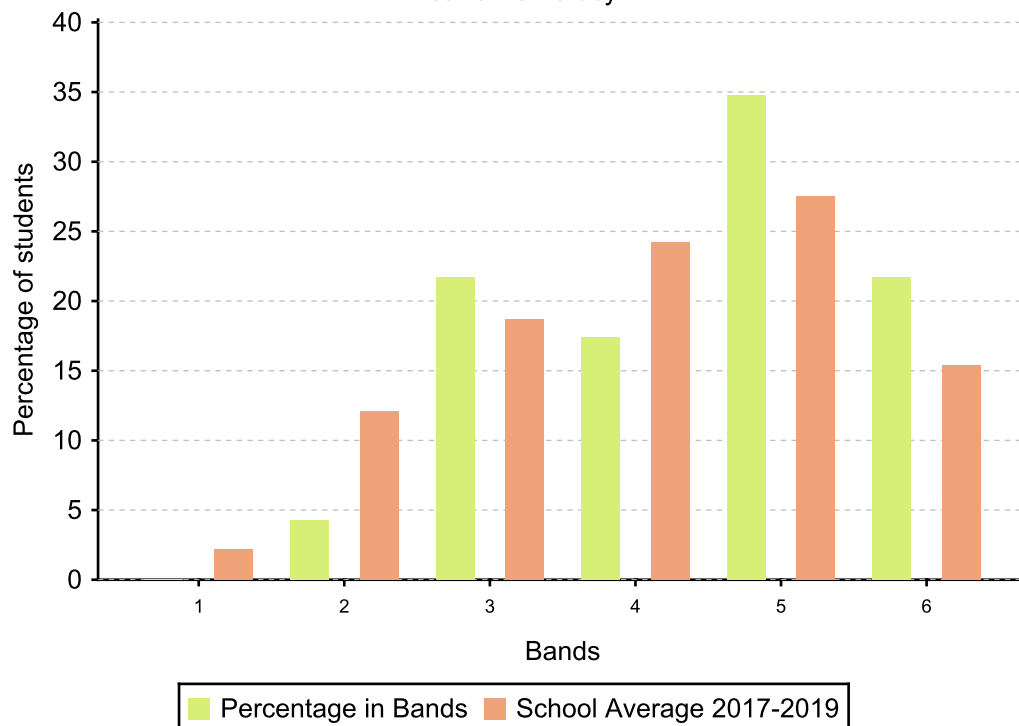
Band	3	4	5	6	7	8
Percentage of students	7.1	3.6	10.7	39.3	25.0	14.3
School avg 2017-2019	4.8	7.2	20.5	38.6	16.9	12

Percentage in bands:
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	14.3	3.6	42.9	28.6	10.7	0.0
School avg 2017-2019	16.9	3.6	49.4	21.7	6	2.4

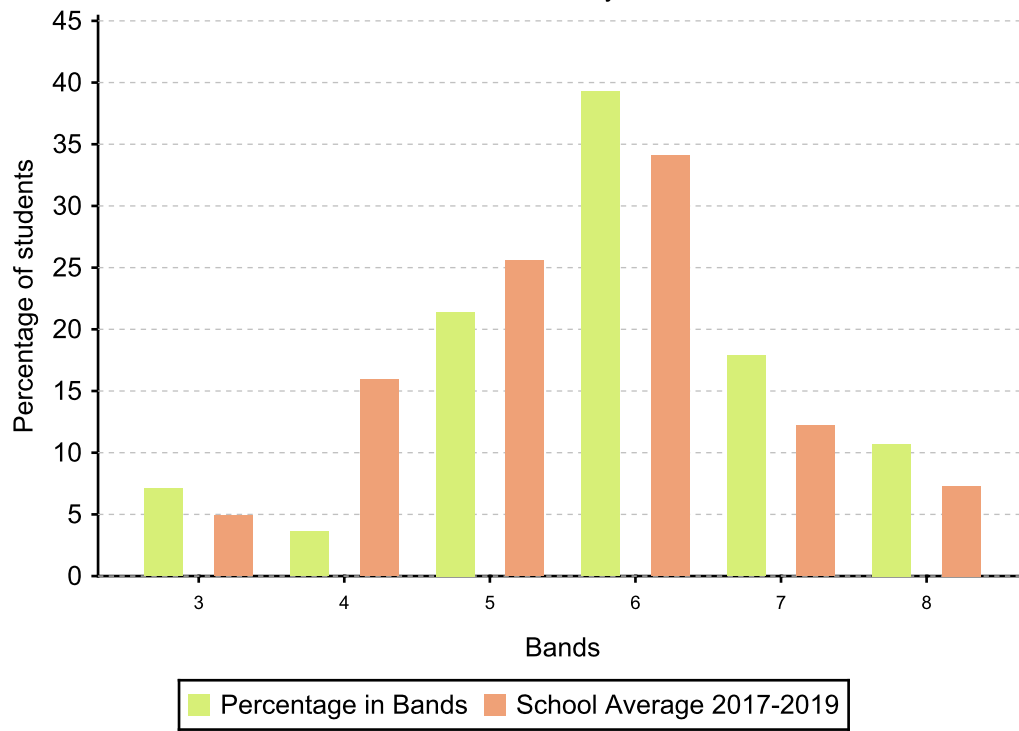
Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	4.3	21.7	17.4	34.8	21.7
School avg 2017-2019	2.2	12.1	18.7	24.2	27.5	15.4

Percentage in bands:

Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	7.1	3.6	21.4	39.3	17.9	10.7
School avg 2017-2019	4.9	15.9	25.6	34.1	12.2	7.3

Parent/caregiver, student, teacher satisfaction

All stakeholders provide ongoing feedback throughout the year via a number of platforms, including class dojo. Parents, students and staff also completed the 'Tell Them From Me' (TTFM) surveys.

Findings

Students: Our students' feedback over the past few years has been quite stable. Based on feedback from the TTFM surveys, as well as from student interviews, it is clear that students value their learning and feel supported by staff. They also feel a strong sense of belonging. Whilst we saw a decline in the percentage of students engaging in extracurricular activities, we saw an equivalent increase in participation in sports.

Parents: Our parents/carers feedback has been consistently positive. They outscore the NSW Govt. Norm in six out of the seven measures of the TTFM survey. Collectively, they feel welcomed and informed. They see the school as supporting students learning and behaviours and that the school is safe and inclusive.

Staff: An analysis of TTFM surveys identified that staff feel that CPS meet all eight drivers of student learning better than the state average. Their responses showed strengths in every area compared to the state. The eight drivers of learning include leadership, parent involvement, inclusivity, technology, teaching strategies, data-informed practice, learning culture and collaboration.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.